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ABSTRACT

A study explored advertising students' beliefs and attitudes about their learning and motivations within the context of the American Advertising Federation's (AAF) National Student Advertising Competition (NSAC). One hundred twenty-one students from 13 NSAC teams were surveyed in a 3-part questionnaire. Results indicated that students relished their competition experience generally. Results also indicated that students learned a great deal, and that they participated because of assumed job or career prospects and the lure of working within a team. They also participated because they expected to win, additionally believing that winning would increase their prospects for jobs, including exceptional jobs. Finally, students believed that their participation in the competition meant missed classes, missed class work, and lower grade point averages (GPAs) overall. Future research might seek to find out whether or not the competition experience actually helped ex-students with a job or career in advertising. (Ten notes and four tables of data are included) (Author/NKA)

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Student Advertising Competitions: Student Perspectives on the AAF Competition, Part II

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Abstract

Student Advertising Competitions: Student Perspectives on the AAF Competition, Part II

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This study sought to explore advertising student beliefs and attitudes about their learning and motivations within the context of the American Advertising Federation's (AAF) National Student Advertising Competition (NSAC). One-hundred and twenty-one students from thirteen NSAC teams from three different regional districts were surveyed in a three-part questionnaire. The survey results suggest that students relished their competition experience generally. The results also suggest that students learned a great deal, and they participated because of assumed job or career prospects and the lure of working within a team. They also participated because they expected to win, additionally believing that winning increased their prospects for jobs, including exceptional jobs. Finally, students believed that their participation meant missed classes, missed work in classes, and lower GPAs overall.

In the words of the 1988-1989 Task Force on the Future of Journalism and Mass Communications Education, "Educators constantly grapple with the question of balance between the theoretical and the applied components of formal education." [1] Indeed, such is often the case in advertising programs across the country. On one hand, advertising students are confronted with theoretical underpinnings to classroom lectures and presentations. On the other hand, students are often involved in specialized competitions or student-run agencies. Some of the competitions, in fact, evolve into all-consuming activities, demanding extraordinary amounts of time and effort from students and faculty advisors. This is particularly true of the American Advertising Federation's (AAF) National Student Advertising Competition (NSAC).

Considered by many in advertising education to be the most prestigious of student advertising competitions, the NSAC takes place annually and involves thousands of students from hundreds of teams. [2] Sponsored by the AAF and large national corporations, the NSAC divides teams into regional districts, with the winning district teams competing against one another at the national finals. Typically, teams are organized in an advertising agency format. Various groups within the teams conduct research and plan media, creative and promotion strategies. The groups then execute those strategies in trying to solve the national sponsor's advertising and promotion problem.

Often, the amount of time and effort expended by students and faculty involved in the competition is extraordinary. For example, one advisor to a national winning AAF team estimated that 7,500 work hours were committed to the competition, roughly the equivalent of six hours a day for five months. As this faculty advisor noted, "The NSAC is great *for students, the faculty advisor,* the sponsoring client, and for any advertising agency that plans to hire college graduates." [3] Apparently, for this advisor the amount of time and effort posed little difficulty when compared to the potential rewards.

Of course, beyond the dedication of faculty advisors, it is the students who expend the most time and effort on the competition. Given the extraordinary pressures the NSAC exerts on student time, effort and college life in general, it is surprising that so little has been done to research student beliefs and attitudes about the competition. Indeed, based on a search of *Journalism Quarterly*,

Journalism Educator, and paper presentations at conferences for either the Association for Education in Journalism and Mass Communications (AEJMC) or the American Academy of Advertising (AAA) over the past ten years, only one study of student beliefs and attitudes relevant to the competition has been conducted. This lone study of student beliefs and attitudes regarding the AAF competition was presented as a paper by Marra and Avery at the 1992 AEJMC conference in Montreal. [4] Thirty-four students from seven 1991 district winning teams were surveyed for the study. The students responded to statements about the competition's role in learning, job preparation and accessibility, contribution to lessons in teamwork, impingement on work and performance in other classes, and general competition worth and value when contrasted with the extraordinary demands on time and effort

Overall responses from this survey indicated that students relished the opportunity to participate in the competition. Major findings from the survey provided insight into several areas relevant to the educational process. For example, students tended to strongly believe that their competition experience was very valuable and worthwhile, despite rigorous demands on their time and effort. They also strongly believed the competition experience taught them to apply what they had learned in school about advertising. They strongly believed the competition helped them learn to work as part of a team. And they strongly believed that their expenditures of time and effort affected their performances in other classes.

Despite the marked trend to strong belief in the above categories, there was also a marked trend toward more moderate, tempered belief in other categories. For example, students more moderately believed the competition was not that helpful in assuring them a job or in improving their job prospects, though they did strongly believe that the competition advanced their professional preparation. Also, they more moderately believed the competition confirmed their desire to enter the profession and that it was a necessity for students serious about entering the profession. They also felt that the time commitment involved was more than they had expected it would be.

Despite how interesting such findings may be for those faculty and students involved in or knowing of the competition, the study was limited in its sample size. It is also possible that the views of students from winning district teams might be different than the views of students from nonwinning teams or from a broader selection of teams overall. Also, though the study's findings brought to light relevant student beliefs and attitudes about important concerns such as job preparation and accessibility, it did not probe deeply into any of the major concerns. For example, based on the study, it was clear that students were strongly motivated to participate in the competition, but it was not clear why they had such strong motivation.

Both the findings and limitations of the study prompted the authors of this paper to investigate key student beliefs and attitudes regarding the competition. Specifically, those beliefs and attitudes related to the competition's influence on learning, motivations, job preparation and accessibility, impingement on other coursework performance and GPA (grade point average), and the comparative worth of the competition in respect to work in the real world and a college education.

Using the Marra and Avery study as a benchmark, it seems clear that AAF competition students feel generally positive and good about their participation, perhaps even ecstatically so on occasion. Obviously, however, given the study's limitations and the competition's importance to advertising education, it stands to reason that further probing of students regarding their beliefs and attitudes is in order. At the same time, since there is no other research on student beliefs and attitudes in regard to advertising competitions, the insights of scholars investigating learning and teamwork in a general sense provide crossover potential for drawing conclusions about the AAF competition and its students. For instance, Johnson and Johnson note that cooperation, competition, and individual goal structures are necessary for a complete learning environment. [5] And Goodman and Crouch note that cooperation will develop between parties in a competitive environment when they feel that cooperation will make their goals easier to attain. [6]

No doubt, some of the positive feelings students experience while involved in the competition may, in fact, be related to the cooperative nature of teamwork,

including the knowledge that all team members seek the same basic goals. This would seem to point to teamwork as a prime factor stimulating students to participate in the competition. Indeed, Slavin, too, notes that people working for a cooperative goal encourage, help and support one another, eventually respecting and liking one another as well. According to Slavin, "When we place students on learning teams, each student knows that a group of peers supports his or her academic efforts. This is true because no student can be successful unless his or her teammates do their best." [7]

Beyond teamwork as a means for achieving positive feelings, other studies indicate that role playing and decision-making environments produce greater self-confidence in students. [8] Obviously, the AAF competition meets such a requirement since students are constantly role playing and making decisions. So, too, the competition meets the requirements outlined by Johnson and Johnson, Goodman and Crouch, and Slavin, in which case cooperation and mutual goal-setting and achievement become integral to the competition experience.

Such insights may prove valuable in understanding why AAF competition team students tend to be so positive about their experience. The insights do not, however, shed possible light on student beliefs and attitudes about the competition's value in job preparation and accessibility. To this end, one study in particular by Schweitzer points to some possibilities. [9] In Schweitzer's study involving 139 students in a controlled sample restricted to one Southwestern university, the main reason why students chose to become advertising majors was due to their career or job aspirations. Other factors such as interesting and challenging work also affected their choice. At the same time, the students were "at least realistic, if not pessimistic, about how well they will be paid compared to other jobs." (p. 735).

Research Questions

Given such possibilities by way of suggestions from scholars and the original Marra and Avery study, the authors developed six research questions for exploration.

1. What is the composite profile of the student NSAC team members

participating in this survey?

2. Do the students believe the competition is a valuable learning experience?

3. Do the students believe the competition is valuable in terms of career preparation, job preparation and job accessibility?

4. What motivates the students to participate so actively and energetically in the AAF NSAC?

5. Do the students believe the competition experience impacts on their performance in other classes and their overall GPA?

6. Do the students believe the competition experience is worthwhile overall, especially compared to work in the real world and what a college education should be?

Method

Within three to four weeks prior to the NSAC district competitions in April, 1992, questionnaires were sent to district coordinators to be distributed to all team advisors from three AAF districts. Two of the three coordinators completed the task. In one district, however, the questionnaires were ultimately sent directly by the researchers to all team advisors within that district.

The advisors were from teams in the East (District 2), the Southwest (District 10), and the Northwest (District 11). There were seventeen teams from District 2, fourteen from District 10, and twelve from District 11. The advisors were then responsible for distributing the questionnaires to students, having the students complete them, and returning the completed questionnaires back to the district coordinators. The advisors were urged to have the students complete the questionnaires prior to the district competitions in order to avoid the potential warp of responses should student team members know if they won or lost.

There were 121 completed questionnaires returned by 13 team advisors during April and May, 1992. The return rate was 30.2% based on 13 teams out of 43 responding. An average of approximately nine questionnaires were returned by each team, with 21 being the highest and six being the lowest. Three teams from District Two (East) responded with a total of 17 questionnaires. Four teams from District Ten (Southwest) responded with a total of 52 questionnaires. Six teams from District Eleven (Northwest) responded with a total of 52 questionnaires.

The questionnaire contained fifteen 5-point Likert scale statements ranging from strongly agree to strongly disagree, 11 yes or no response statements, three open-ended questions, and room for district, school and personal identification. Of the fifteen Likert scale statements, three concentrated on learning, particularly in relationship to other advertising classes, four concentrated on career and job prospects, five concentrated on motivations for participation, and three concentrated on the comparative value of the competition experience to beliefs about socially-redeeming worth, real world appropriateness, and what a college education should be.

Of the 11 yes or no response statements, six concentrated on matters such as credit(s) earned for participation or when the team began to prepare for the competition, four concentrated on the competition experience's impact on other classes and GPA, and one asked whether students would do the competition again. The three open-ended questions asked for responses to why students participated, competition benefits and drawbacks, and motivations for becoming advertising majors.

Results

Totals and Percentages (Tables 1 and 2)

In Table 1 referring to the yes or no response statements, the total numbers and percentages indicate that the vast majority of students did not belong to a previous AAF competition team (106 or 87.6%). A vast majority also received academic credit for their participation (110 or 90.9%). Both findings are consistent with the findings in the original Marra and Avery study. Unlike that study, however, which did not report on how many credits over how many terms, this study indicates that most students received three credits (82 or 67.8%), generally for one term or semester (76 or 62.8%). Still, this means that 17 students or 14.1% received more than three credits. And when terms or semesters are accounted for, 29 students or 23.9% received their credit for more than one term, suggesting perhaps the on-going, multi-term nature of student participation. This is further supported by student responses indicating that 56 or 43.8% of the students began preparing for the competition in the fall term (the district competitions take place

late in the spring term). Aiso, the large majority of students did not receive outside help from other clubs or classes (89 or 73.6%). It appears, too, that not all of the students were seniors while they were participating (59 or 48.8% planned to graduate in either the spring or summer and 61 or 50.4% did not).

In reference to the possible impact of the competition experience on other coursework and GPA, the large majority of students skipped other classes (78 or 64.5%) and/or skipped other class work (83 or 68.6%). However, only a small number (21 or 17.4%) dropped at least one class, though slightly less than half of the students believed the competition experience negatively affected their GPAs (58 or 47.9%).

In Table 2 referring to the fifteen Likert scale statements focused on learning, career or job, and motivations for participating, it seems clear that the students believed they learned a great deal from the competition experience. For example, in response to the statement, "I learned more through the competition about how advertising works than I learned in most other ad classes," 98 or 81% of the students agreed or strongly agreed, and none of the students strongly disagreed. Yet, when compared with learning in outside, nonadvertising classes ("I learned more in this competition than in any three classes grouped together outside my major"), the responses shift slightly, with 5 or 4.1% strongly disagreeing and 10 or 8.3% disagreeing, thus allowing for slightly less agreement or less strong agreement than was found in the statements relevant to learning in advertising classes only.

Regarding career and job preparation and accessibility, the students responded to statements that oriented them to the best possible situation, that of winning the competition. In short, they were asked to respond as if they won the competition. With this in mind, 68 or 56.2% believed they would receive job offers if they won the competition, and 54 or 44.6% believed they would receive exceptional job offers if they won the competition.

Regarding motivations for participating in the competition, enjoying working as part of a team turned out to be the leading reason of the five reasons noted in the five statements. Here, though, results were skewed due to a processing error in the original questionnaire which did not contain the Likert scale numbers for circling the answer. This resulted in 54 missing responses. Despite the error, however, 67 students did respond, with 48 or 71.6% agreeing or agreeing strongly with the

statement, "I participated because I enjoy working as part of a team." Second to teamwork was the enjoyment of competition (67 or 55.3%). Other reasons, however, prompted more moderate, neutral or even negative responses. For example, 49 or 40.4% of the students agreed or strongly agreed that they participated to put themselves in a better position to get a job. Approximately the same number and percentage holds for those who participated because they wanted to win. But, responses turned negative when students considered the statement, "I participated to see if we could beat another university," (56 or 46.3% disagreed or strongly disagreed).

In respect to statements about the competition's value in relationship to work in the real world, what a college education should be, and giving something back to society, the vast majority of students believed the competition was more like the real world than anything else they had studied or practiced in college (92 or 76.1% agreed or strongly agreed). Students also tended to believe that the competition was more like what a college education should be (87 or 71.9% agreed or strongly agreed). However, students generally didn't believe the competition allowed them to give something back to society (55 or 45.5% disagreed or strongly disagreed and only 28 or 23.2% agreed or strongly agreed).

Correlations (Tables 3 and 4)

As seen in Table 3, multiple correlations between statements in the questionnaire's first part indicate strengths to the $p < .05$ and $p < .01$ levels in many instances. When the statements are clustered together under general rubrics such as learning (Statements 1, 2, and 3) or job and career (Statements 4, 5, 6, and 12), the correlations suggest strong consistency in the student responses. For example, Statement 1 (learned more than in any 3 classes outside of major) shows significant correlation to the $p < .01$ level with the remaining statements on learning and the four statements on job and career. With a few exceptions, the same pattern of significance is revealed in the correlations of job and career statements with each other, with the learning statements, and with Statement 13 (real world), Statement 14 (what a college education should be) and Statement 15 (serious about the advertising profession).

This trend toward significance between Part I statements can also be seen in the correlations between Statements 8, 9, 10, 11, and 12 on motivations for participation and Statements 4, 5, and 6 on jobs and careers. Clearly, the trend here is that students are motivated to participate in the competition because of the hope or prospects for a job or career in advertising. Indeed, Statement 12 correlates significantly with most of the other job or career and motivation statements, suggesting that putting one's self into a position to get a job was a prime motivator for participation.

In Table 4, a mixed trend to both positive and negative correlation exists between the statements in Part II of the questionnaire and between those statements and the statements in Part I. Here, though, the significant correlations are minimal, especially when compared to the multitude of correlations between the statements in Part I.

The negative correlation between Statement B (skipping other classes) and Statements 2 and 3 on learning suggests that students skipped other classes while continuing to learn, obviously relating to what students believe about the competition as a learning experience. In effect, the more the students believed the competition was a learning experience, the more they were ready to skip classes. Also, the negative correlation between Statement B and Statement 10 (participated to join a team) suggests that the more the students believed in the team concept, the more willing they were to skip other classes. Similarly, the negative correlation between Statement E (cost points in GPA) and Statement 12 on participating to get a job suggests that students were willing to risk their GPAs as long as jobs were on the horizon. This line of thinking also seems to have been at work in the negative correlation between Statement D (dropped a class) and Statement 15 (serious about the advertising profession), in which case students were willing to drop a class if they were serious about the profession.

When the Part II Statements A through E are correlated, significance shows up between Statements B and C, suggesting missed classes meant missed coursework. Similarly, the correlation between Statements B and E suggests missed classes meant lower GPAs.

The two negative correlations between Statement A and Statements 13 and D suggest that students had stronger expectations that they would graduate than they had for the competition being a real world experience, and that students were less

inclined to drop classes in order to meet the expectation of graduation.

Open-Ended Questions

Results for the three open-ended questions could not be tabulated due to the diversity, inappropriateness, incomprehensibility, and/or inconsistency or lack of student responses. Still, however, the most popular answers to the first question on whether the students made sacrifices, and why they did so, included their tendency to believe in the competition's worth and value, despite significant sacrifices in the areas of time, sleep, other classwork, or even endangered or lost personal relationships.

The most popular responses to the question on benefits and drawbacks of the competition experience included the value and benefit of teamwork, a sense of personal achievement, and the competition as a learning experience. However, the most popular answers regarding drawbacks of the competition included sacrifice of other classes and work, an inordinate amount of stress, lost time, endangered or lost personal relationships and sleep, and poor health.

The most popular response to the question on why they chose to become advertising majors centered on creativity, ranging from the allowances given to students to meet their creative potential to the prospects for attaining a job on the creative side of the field. Also, many students felt that the field was interesting, enjoyable and challenging.

Clearly, however, one must be guarded in assessing the student responses on this part of the questionnaire and ultimately reacting to them. Though the answers noted in the previous paragraphs tended to resurface, they have not been formally tabulated. In addition, certain terms, descriptions or expressions as written by the students have been clumped together under what appeared to be appropriate rubrics. For instance, students described the competition benefit of teamwork in several different ways, such as how they met new people because of the team, how they made new friends because of the team, or how they learned to delegate responsibility within the team. Similarly, students described the drawback of endangered or lost personal relationships as fights with a spouse, past friends not talking to me, or missing dates or appointments with friends.

Discussion

In reference to the first research question directing the study, the data from Table 1 outlines a composite profile of the student team members participating in this survey. The students are either juniors or seniors receiving at least three credits (67.8%) for participating in the competition over one term or semester (62.8%). Generally, they have not been on a NSAC team before (87.6%). A slight majority (55.4%) began work on the competition in the fall semester. A large majority (73.6%) did not use other classes or clubs to help with the competition.

In reference to the second and third research questions on learning and job and career, it seems clear that the students believed they learned more generally and also more specifically about how advertising works than they did in other classes, advertising or otherwise. This may underscore the importance students and, perhaps, faculty place on nontraditional learning outside the classroom. However, the significant negative correlation between Statements 2 and 3 in Part I and Statement B (Table 4) in Part II suggests that the more the students believed the competition was a learning experience, the more willing they were to skip other classes. Such a finding suggests that the students went through an evaluative process, judging other parts of their academic load as less important than the competition. Obviously, this is a strong position for students to take, given the inherent and understood demands of a college education for students to meet all class requirements. And though not correlated significantly with the learning value the students ascribed to the competition, the raw percentages and correlations of students skipping other coursework (68.6% and Table 4) and believing the competition cost them points in their GPAs (47.9% and Table 4)) underscore the delicate balance between competition involvement and the more traditional cornerstones of a liberal education, namely attendance, learning and behaving responsibly in all of one's courses.

At the same time, the strong correlations between the learning statements and the job and career statements suggest the importance the students placed on their learning in the context of the competition and the eventual payoff of a job. Other correlations along the lines of job and career suggest the importance of winning the competition, if the students are serious about the advertising profession or intend to have a successful career in advertising. Indeed, the statement on winning as a

motive for participation correlates significantly with two of the three statements on motivation and two of the four statements on job or career. Overall and in keeping with Schweitzer's findings that students become advertising majors as a direct result of having certain career or vocational aspirations, the students tended to give high priority to job and career. However, to an extent this does run contrary to the lukewarm endorsement of a job or career orientation in conjunction with competition participation as described by Marra and Avery.

Continuing along the same lines, additional correlations suggest that the students participated in the competition in order to put themselves into a position to get a job in advertising. In this respect, Statement 12 of Part I (participated to get a job) correlates significantly and across the board with all job or career statements as well as statements relating to the competition's real world orientation, its worth relative to what a college education should be, and how serious the students were about the advertising profession. Of course, those faculty with experience in advising an AAF competition team are aware that securing a job is not necessarily a guaranteed result of participating in the competition. In fact, there is evidence to suggest that faculty advisors tend not to paint a rosy picture for students in this regard. [10] It seems curious, then, that students in this study seem to relate their competition participation to job promise or prospects.

Regarding the fourth research question on motivations for participation, job prospects or promise appear to be the prime motivating factor. However, based on frequency percentages, the enjoyability of teamwork appears to be another important factor for participation. Indeed, in recalling our discussion earlier regarding the potential value of teamwork as a motivting factor for participating in group endeavors, researchers Johnson and Johnson, Goodman and Crouch, and Slavin suggest that individual learning, cooperation within a group, and mutual goal aspirations within a group derive from team structures, making teams or groups appealing to individuals. So, too, the suggestion that students enjoyed the competition to the point where that enjoyment spurred their participation seems to align itself with the concept of a team. Yet, despite the students' apparent enjoyment of the team concept generally, it is curious that Statement 10 on participation because of enjoyment of a team did not correlate significantly with any of the learning statements, though it did correlate significantly with two of the

three job or career statements. This suggests that students participate in the hope that the team structure will help them in securing a job, but it does not suggest that students participate in a team in order to learn.

Given all of the data relating to the fifth research question (impact on other classes and GPA), it seems clear that participation in the NSAC does, indeed, have impact. In recalling our previous discussion, students tended to skip other classes and other class work while believing that their GPAs suffered as a result of their participation. As we noted, the students seemed to make judgments about the relative or comparative value of their competition experience versus other classes or class work. Yet, only a small percentage of the students (17.4%) dropped a class in order to accommodate the competition demands on their time. Possibly, the students felt a need to gain the credit hours associated with their classes, while at the same time feeling a need to devote themselves to what they believed was more valuable, in this case the competition. In effect, they may have been willing to take the risk associated with lower grades or poor performance in other classes, as long as they still received credit for those classes. Potentially, this may speak to several extreme possibilities ranging from the perceived and comparative irrelevance of other classes to the undermining of a more traditional and liberal undergraduate education. On one hand, a case can be built for the competition's value in motivating and inspiring students as well as sharpening their knowledge of the field. On the other hand, a case can be built for the irresponsible and, perhaps, presumptuous attitudes of students in assuming they know what is best for them educationally, whether in the short or long term.

Regarding the sixth and final research question on how worthwhile overall the students believed the competition to be, it seems clear that the students gave high marks to the competition. The students tended to believe that the competition is more like what a college education should be (71.9% either agreed or strongly agreed). Additionally, an overwhelming percentage of students claimed they would do the competition over again if they had the chance (88.4%), and this despite the sacrifices they had made along the way. Apparently, students feel a great deal of strong, positive emotion for the competition's worth. This may be especially true for those students serious about the advertising profession and their prospective careers.

Conclusion

Given the premier importance of the AAF National Student Advertising Competition to advertising education and the large number of students and schools involved, it seems odd that little research attention has been paid to either the competition or the student participants. More attention to both may serve to shed light on the competition as an educational process. For those involved in the process— competition personnel, students and faculty — understanding student beliefs and attitudes about the competition provides a framework for optimizing the competition experience as an integral part of a college education.

This study suggests that students relish the NSAC experience overall, believing it to be more like what a college education should be, an experience which closely parallels real world professional activities. It also suggests that student concerns over jobs or careers strongly influence motivations for participation. In fact, the study suggests that job or career orientation strongly influences student beliefs and attitudes about learning as well, whether in advertising or nonadvertising classes. Further, this study suggests that students enjoy the teamwork involved in the competition, perhaps to the extent that it motivates them to participate. In addition, this study suggests that students consider winning the competition tantamount to getting a job and, in many instances, getting an exceptional job. Finally, this study suggests that students are willing to sacrifice other class work and attendance for the competition. Overall for students, the NSAC experience may well be an all-consuming and engrossing activity, one that motivates, inspires and teaches in the process.

Given the data, especially that relating to strong correlations among and between job or career, learning, and motivations for participation, it seems clear that students learn and participate because of a fairly fixed set of beliefs, namely that they will be in a better position to get jobs. Naturally, this finding should be of importance to sponsoring companies, the AAF, other competition organizations, and faculty in that it suggests a certain mindset on the part of students. However, this mindset may or may not be in the students' best educational and career interests if, in fact, jobs are not available and students are operating under the delusion that the reverse is true. Additionally, bear in mind that only a small

percentage of teams participating win (less than 10%) at the district level, and only one team wins at the national level. Since students seem to participate in order to win, and since they believe that winning will help them with a job, even an exceptional job, then how valid is their belief and commitment to the NSAC regarding their jobs or careers? The point being made here is that if students participate for a reason that turns out not to be true, then clarity of the situation from either the sponsoring companies or AAF should be in order. Indeed, the emphasis on the value of specialized education may also be called into question, namely the extent to which narrow fields of expertise lead more directly to jobs and careers.

Given the insights to student beliefs and attitudes about the competition yielded by this study, it seems reasonable to conclude that other studies of student beliefs and attitudes toward the NSAC and other competitions or "hands-on" activities should be undertaken. Regarding studies of student participants in the NSAC specifically, perhaps the sample size could be larger and more representative, especially in respect to coverage of more AAF districts. Additionally, more determinations need to be made about what students actually learn through the competition, why they believe winning the competition assures them a job, and whether or not the AAF and/or the professional community do, in fact, provide jobs or the prospects of jobs based on student participation in the NSAC, especially jobs for those students on winning teams.

Beyond restricting survey responses to participating students exclusively, survey responses could be sought from students who have graduated and who have had NSAC team experience. Such a survey may seek to find out whether or not the competition experience helped ex-students with a job or career in advertising. Also, future research must be careful to include the more important contexts in which the students participate in the competition. To this end, moving beyond students to those contexts such as the sponsoring companies or organizations and, especially, faculty would seem appropriate directions to take. For example, given the close relationship that tends to exist between student team members and their faculty advisor, it stands to reason that faculty beliefs and attitudes regarding the students and the competition may yield insights as to why students believe what they do.

Notes

1 Advertising Task Force, "A Report of the Task Force on the Future of Journalism and Mass Communication Education," *Journalism Educator* , 44, 1 (Summer 1988), pp. A-1 - A-24.

2 For example, Cheryl Henton, "Media Planning 101," *Inside Media* , October 9, 1991, pp. 62 - 63, notes there were more than 200 national entries and more than 6,000 students involved in the 1991 NSAC sponsored by American Airlines. Bob Lauterborn, "Advertising's College Bowl," *Advertising Age* , 58, September 28, 1987, p. 18, approximates involvement from 155 AAF campus chapters and 4,400 students in the 1987 NSAC sponsored by Chevrolet. Both Henton and Lauterborn were NSAC team advisors for their respective universities.

3 Jim Avery, "AAF Student Contest: Everyone Wins in Real Life Scenario," *Advertising Age* , 61, January 22, 1990, p. 26.

4 James L. Marra and James R. Avery, "Student Advertising Competitions: Student Perspectives on the AAF Competition," *AEJMC* , August, 1992, Montreal.

5 David W. Johnson and Roger T. Johnson, "Cooperation, Competition and Individualistic Learning," *Journal of Research and Development in Education* , 12, 1 (1978), pp. 3 - 15.

6 David W. Goodman and James Crouch, "Effects of Competition on Learning," *Improving College and University Teaching* , 26, 2 (Spring 1978), pp. 130 - 133.

7 Robert Slavin, "Using Student Team Learning," *Johns Hopkins Team Learning Project* , Center for Social Organization, Johns Hopkins University, Baltimore, 1978.

8 Stephen D. Brookfield, *Understanding and Facilitating Adult Learning* , (San Francisco: Jossey-Bass Publishers, 1986), pp. 102 - 103.

9 John C. Schweitzer, "Who Are All These Advertising Majors and What Do They Want?," *Journalism Quarterly* , 65, 3 (Autumn 1988), pp. 733 - 739.

10 Marra and Avery, op. cit., p. 9.

TABLE 1

Profile of Student Team Members

	Percentage Responding Yes or No	
	Yes	No
1. Received credit.	90.9%	7.4%
2. On NSAC team before.	12.4	87.6
3. Team started work in fall term.	43.8	55.4
4. Team involved other classes or clubs.	25.6	73.6
5. Expect to graduate this spring or summer.	48.8	50.4
6. Skipped classes to work on NSAC.	64.5	35.5
7. Skipped class work due to NSAC.	68.6	30.6
8. Dropped another class due to NSAC.	17.4	81.0
9. NSAC cost me points in my GPA.	47.9	51.2
10. Would do the NSAC over again.	88.4	8.3

	Credit Hours and Semester
	Percentage
1. Received 3 credits.	67.8%
2. Received 4 - 5 credits.	8.3
3. Received 6 - 8 credits.	5.8
4. Received credits over one semester.	62.8
5. Received credits over two semesters.	16.5
6. Received credits over three semesters.	7.4

N = 121

TABLE 2

Student Beliefs About Learning, Jobs, and Motivations

	Percentage from strongly disagree to strongly agree					
	SD	D	N	A	SA	Mean
1. Learned more than in any 3 classes outside of major.	4.1%	8.3%	16.5%	38.0%	30.6%	3.85
2. Learned more than in most ad classes.	.8	7.4	16.5	43.8	31.4	3.98
3. Learned more about advertising than in most ad classes.	0	4.1	14.9	49.6	31.4	4.08
4. If team wins, I'll get good job offers.	4.1	8.3	30.6	32.2	24.0	3.64
5. If team wins, I'll get exceptional job offers.	8.3	14.9	32.2	28.1	16.5	3.30
6. NSAC contributed more to my career than any class.	4.1	9.9	37.2	33.1	14.9	3.45
7. NSAC allows me to give something back to society.	20.7	24.8	29.8	14.9	8.3	2.65
8. I participated to see if we could beat another school.	22.3	24.0	24.8	17.4	10.7	2.70
9. I participated because I enjoy competition.	3.3	13.2	26.4	35.5	19.8	3.56
10. I participated because I enjoy working as part of a team.	.8	1.7	13.2	23.1	16.5	3.96
11. I participated to win, and I do not expect to lose.	14.9	10.7	33.1	24.0	17.4	3.18
12. I participated so I could get a job.	9.1	18.2	28.9	26.4	14.0	3.19
13. The NSAC is more like the real world than anything in college.	3.3	5.0	14.9	43.0	33.1	3.98
14. The NSAC is more like what a college education should be.	1.7	5.0	21.5	47.9	24.0	3.88
15. I am serious about the ad profession.	3.3	3.3	11.6	24.8	57.0	4.29

N = 121

TABLE 5

Correlations of Significance Between Statements in Part I

Statement	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Learned more than any three classes outside major.															
2. Learned more than in most ad classes.	.4250**														
3. Learned more about advertising works than in most other ad classes.	.3797**	.6167**													
4. If team wins, I'll receive other job offers.	.4451**	.2654**	.2448**												
5. If team wins, I'll receive exceptional job offers.	.4308**	.2475**		.8134**											
6. NSAC has contributed more to my career than any other class	.4237**	3203**	.4203**	.4276**	.4108**										
7.NSAC allows me to give something back to society.				.3020**	.4162**	.2374**	.								
8. I participated to see if we could beat another university.							.3243**								
9. I participated because I enjoy competition.					.2181*		.2628**	5016**							
10. I participated because I enjoy teamwork .				.1974*		.2075*									
11. I participated to win, I do not expect to lose.				.2269**	.2513**		.2191**	.4202**	.4732**						
12. I participated in order to put myself in position for job.	.2425*		.1966*	.2421**	.3277**	.3307**	3041**	.2759**	2744*	.2135*	.3198**				
13. NSAC is more like the real world than anything in college.	.2721**	.2118*	.3341**	2458**	.2914**	.5017**	.2949**				.4055**				
14. NSAC is what a college education should be.		.2388**	.3221**	3293**	.3831**	3337**	.3228**	.2151*	2246*		.2692**		.4456**		
15. I'm serious about entering the ad profession.			.2179*	. 2905**	.2930**	.3063**	.1825*						.2456**		.3976**

N = 121

<.05 =*

<.01 =**

TABLE 4

Correlations of Significance Between statements in Part I and Part II

Statement	2	3	10	12	13	15	c	d	e
a. I expect to graduate this spring or summer.					-.2281*			-.2303*	
b. I skipped other classes for the NSAC.	-.3170**	-2093**	-.1929*				.2620**		2784**
c. I skipped some work for other classes due to NSAC.									
d. I dropped a class for NSAC work.						-.2475**			
e. The competition cost me points in my GPA.				-1867*					

n=121
<.05 = *
<.01 = **